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ABSTRACT

This paper reports on a survey of approximately one-third of Jamaican teachers in training. The study factor analyzed the motivations these trainees gave for choosing the teaching profession. Results are compared with those of the last major survey 10 years earlier. To determine some possible reasons, 130 students were interviewed by staff members from Jamaica's 8 teacher training colleges. The most prevalent reasons cited in these interviews were assembled into 11 statements that were then distributed to 1,444 teacher trainees across the island. The students represented all 3 years of teacher training and ranged in age from 16 to 52 years. Results show that the first three factors, accounting for 46.1% of the variance, described extrinsic, altruistic, and intrinsic motivations for choosing teaching. There was a counter intuitive difference between the Varian factor model for the motivations of male teacher trainees and female teacher trainees. (Contains 8 tables and 17 references.) (SLD)

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Abstract

This paper reports on a survey of approximately one-third of Jamaican teachers in training. In the light of the fluctuations in total teacher supply from 1976-1997 the paper factor-analyses the motivations these trainees gave for choosing the teaching profession. Results are compared with the last major survey from ten years ago.

There has only been one major study of the career choice of teacher trainers in Jamaica. In 1989 Hyacinth Evans (Evans 1993) analysed the responses of 108 first year teachers to a mailed questionnaire asking them for their main reason and other reasons why they decided to become teachers. She found seven main categories that she ranked according to the percentages of the responses. This paper presents the total output statistics of teacher training in Jamaica for 1976 to 1997 showing the fluctuations of teachers being supplied to the schools. It argues that in the light of these fluctuations and changes in the school aged population it is advantageous to again consider, ten years further on, the reasons Jamaican teachers trainees give for joining the profession. 130 students were interviewed by staff of the eight Jamaican teacher training colleges to elicit reasons why they chose teaching. The most prevalent reasons from these interviews where phrased in the form of 11 statements that were then distributed to 1444 teacher trainees island-wide, approximately one-third of all trainees, in-order to ascertain their agreement or otherwise with these reasons for joining the profession. The students represented all three years of training and ranged in age from 16 to 52 years. Their agreement was sought in the form of a zero to nine rating, zero meaning no agreement and nine meaning maximum agreement. This was done so that inter-agreements between the reasons could be factor-analysed to find main factors of reasons rather than only ranking reasons as was done in previous studies. Results showed that the first three factors, accounting for 46.1% of the variance, described Extrinsic, Altruistic and Intrinsic motivations for choosing teaching. There was a counter-intuitive difference between the varimax factor model for the motivations of male teacher trainees and female teacher trainees.

Rationale for the study - Fluctuations in teacher supply and employment in Jamaica

The fluctuation of teacher supply and employment in Jamaica and other Caribbean countries makes it imperative that we settle the issue of why local students chose teaching as a profession. This knowledge could be used to improve recruitment and retention of local teachers and so help to reduce the fluctuation of teacher supply and employment.

The following selected figures in Table 1 on teacher output and employment in Jamaica give some perspective on this fluctuation. These figures are derived from the year-by-year Economic and Social

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Survey Jamaica unless otherwise noted. The MOE figures for 1995/96 showed that 20,878 teachers were employed which was 2.7% down on the previous year. 79% were trained (MOE 1995-6). To give further perspective selected figures in the changing school population that are served by the supply and employment of these teachers are also given.

Table 1. Teacher output and employment in Jamaica

Year	Teachers employed	Teachers trained	
1979/80	20010		
1987/88	18194	15584	86%
1988/89	18246	15523	85%
1990/91	18523	14297	77%
1991/92	19465	14924	77%
1995/96	20878	16494	79%
School aged population 5-19 yrs.			
1970	710900		
1980	862800		
1982	835750		
1992	783050		

Table 2 shows the a sample from this study of 835 trainees from all Jamaican training colleges by sex and year of training. The 75%:25% Female:Male proportion is consistent with global expectations of females having a greater representation in the profession. The variation in the percentages of the total by sex and year of training indicates fluctuations in enrolment and attrition.

Table 2: Enrolment fluctuation and attrition in a 1998 25% sample of Jamaican teacher trainees by sex and year of training

	Year of training			
Tot Pct	1st	2nd	3rd	Row Total
Male % of total	12.5	4.9	7.9	211 25.3
Female % of total	29.3	12.1	33.3	624 74.7
Column Total	349 41.8	142 17.0	344 41.2	835 100.0

Reasons why teacher trainees choose the profession

There has been considerable research on why new teachers join the profession (Frusher & Newton 1987; Ethington 1987). Suzanne Stiegelbauer (1992) asked 203 students accepted at the Faculty of Education, University of Toronto (Canada) about their reasons for entering the profession. The following themes emerged: (a) the need to make a difference to students and society; (b) teachers as role models for students; (c) the teacher-student exchange as one of mutual growth and continuous learning for both; (d) a wish to share personal knowledge and expertise; and (e) the creation of a positive learning environment. Sandra Hayes (1990) surveyed 100 college students majoring in education at Northwestern Oklahoma State University. She found that: (a) most students chose

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teaching in order to make a positive difference in the lives of children; (b) 92 percent chose teaching because they loved children; (c) calendar considerations were important to only 5 percent; (d) 98 percent felt that teaching would allow them to express their creative abilities; (e) 87 percent saw teaching as an awesome responsibility; (f) 58 percent disagreed that a 3-month vacation was a reason for choosing a teaching career; (g) 24 percent thought that teaching was a highly respected profession; (h) 92 percent thought teachers are not adequately paid; (i) 61 percent strongly felt that the rewards of teaching are not monetary; and (j) 32 percent had a teacher-parent and 54 percent were influenced to become a teacher by one of their own former teachers. Lois Weiner (1993) compared the reasons for joining the profession that were given by students enrolled in the Teaching and Curriculum program at Harvard Graduate School of Education and 53 student teachers at Urban College, a small public college in the Northeast. She found that the following reasons were given by both groups: wanting the opportunity to be creative, enjoying work with young people, and desiring a socially useful job. Compared to Harvard students, Urban College students gave higher ratings for the importance of salary and job security, while Harvard students gave higher ratings to independence and autonomy, desire to change society, desire to meet people of different social backgrounds, the suitability of the academic calendar, and the length of the school year.

Experience of teaching affects students motivation to choose the profession. James Levin (1985) asked 77 elementary, 92 secondary, and 28 special education student teachers at Pennsylvania State University for positive and negative experiences that affected their motivations to be teachers. Of the 956 examples given there were 557 positive responses and 399 negative comments. Most positive responses came in the category of "individual interaction between teachers and student teachers," followed, in descending order, by "student feedback to teacher," "pedagogy," "achievement," and "teacher interaction with students." Categories with the most negative responses were "student behavior," "behavior management," "professional behaviors/attitudes outside the classroom," and "parents/community expectations/attitudes." The conditions that teachers experience in the schools impacts on their commitment to stay in the profession. Eileen Sclan (1993) surveyed 561 first-year teachers and found that teachers' perceived and actual workplace conditions were strongly related to their work commitment, career-choice commitment, and planned retention. This was especially true with respect to perceived school/leadership culture and perceived teacher autonomy/discretion.

Students' experiences at school seem to influence their choice of teaching as a career and students often make the choice in the last year at school. In 1995 Faite Mack surveyed 265 eighth-grade African American students in Gary, Indiana to explore their perceptions of teaching as a profession. The findings were that only 35.8 percent had anyone talk to them about becoming a teacher, and less than 50 percent had asked a teacher why they selected teaching as a career. In a similar study of 646 7th and 8th grade students from eight California schools, Ray Wong (1994) found that it was possible to identify 7th and 8th grade students who were interested in teaching. This obviously has implication for targeting career information to schools. Additional findings showed: (a) that male students and students with negative perceptions of the school/classroom environment were less inclined to express interest in teaching; (b) that students who felt part of the school were more apt to consider teaching as a career choice; (c) that Asian students had a more positive perception of the school/classroom environment than African-American and Hispanic groups; and (d) that European-Americans were no more likely to consider teaching as a career choice than any other cultural group.

A suggested motivational model

Researchers have noticed that the reasons given for joining the teaching profession fall under one or more of the three main themes Extrinsic, Intrinsic or Altruistic (Olashinde, 1972; Lortie, 1975; Summerhill, & Myrna, 1998; Yong, 1995). For example, Monica Brown (1992) surveyed first-year

teachers in Jamaica and Caribbean countries to determine their reasons for selecting the teaching profession. She concluded that their reasons were mainly altruistic and were similar to those given by North American teachers as indicated above. Robert Serow (1993) in his interviews with 26 late-entry teachers identified Altruism as a major reason for choosing teaching as a career. When comparing studies it should be noted that there is some variation in the terms used to denote the same phenomenon. For example, Olashinde (1972) uses the term 'mercenary' rather than Extrinsic, as does Yong (1995).

Typical of the Altruistic reasons were: "To serve the nation", "To further knowledge" (Olashinde, 1972); "Service or contribution to society or country" (Evans, 1993). Examples of Extrinsic reasons were: "Nothing else to do", "To earn a living", "Teaching was the only choice" (Olashinde, 1972); "Undecided about future or nothing else available" (Evans, 1993); "job security and salaries were the main attraction", "good pay, secure job and vacation/working hours" (Yong, 1995). Examples of Intrinsic reasons were: "wish to work with children" (Evans, 1993).

Methodology

Permissions were sought from Training College Principals and Heads of departments in Jamaica island-wide to collect the data for this study. The study was in three stages (i) open interviews in the Colleges to find the most prevalent reasons that trainee teachers joined the profession, (ii) an island-wide survey based on these most prevalent reasons and (iii) analysis of the survey data to test the veracity of the EIA (Extrinsic, Intrinsic, Altruistic) three factor model for describing these reasons. In stage (i) 96 student teachers took part in one-to-one 15 minute semi-structured interviews as did 4 lecturers. 30 other students were similarly interviewed in small focus groups. The purpose of these interviews was to elicit the main reasons for trainee teachers to have chosen the teaching profession. The interviews were 'open' in that the interviewees were asked what were the main reasons that they choose the teaching profession, rather than suggesting reasons for confirmation or rejection. This was important as it did not guide the interviewees into giving predetermined reasons. Data from the 130 interviews were coalesced into 19 most prevalent reasons. In Stage (ii) these 19 most prevalent reasons were used to survey 1444 trainee teachers across the island by asking them to rate their agreement with each reason on a scale from zero, for zero agreement, to nine for maximum agreement. The selection of the trainees for the survey depended on the degree of cooperation that was afforded by the colleges. Ideally random numbers were used to find a pure random sample within colleges and sometimes convenience sampling had to be used. This was the largest such published survey to date. In stage (iii) the ratings of the 19 reasons by the 1444 trainee teachers were entered into a factor analysis to test the three factor model.

Findings for total sample

The 1444 survey sample consisted of (allowing for some unfilled responses) 383 (26.5%) males and 1053 (72.9%) females with an ages ranging from 16 to 52 years. The mean age was 22 years 10.5 months. The trainees represented all three years of training 609 (42.2%) in the first year, 291 (20.2%) in their second year and 538 (37.3) in their final year. 955 (66.1%) of the students came from rural areas and 424 (29.4%) came from urban areas. Although most of the students, 821 (56.9%), had no previous teaching experience, one student had been teaching for as long as 25 years and their average teaching experience was 1.2 years.

The correlations between the preferences were used for a varimax factor rotation to extract the main groups of reasons given by the trainees. Three main groups of reasons emerged from the data.

Table 3. Three main factors accounting for 51% of the variation

Factor	Eigenvalue	Pct of Var	Cum Pct
1	3.15117	24.2	24.2
2	2.35875	18.1	42.4
3	1.11570	8.6	51.0

Table 3 shows that there were three factors above an Eigenvalue cut-off of 1.0 and that these three most important factors accounted for 51% of the variation in the data.

The factor model is shown in Table 4. This table has been sorted to clearly show the grouping of reasons in each of the three factors.

Table 4: Factor loadings showing the importance of each reason to each motivational factor

Rotated Factor Matrix for complete sample

:

	Factor 1	Factor 2	Factor 3
Reason 11	.70103	-.08227	.01660
Reason 10	.66659	-.01267	-.03106
Reason 7	.64843	-.06344	-.20270
Reason 8	.60356	-.07654	.23480
Reason 16	.56079	.21813	.18351
Reason 9	.56067	.39423	-.19396
Reason 4	.50818	.18707	.15684
Reason 15	-.03166	.83888	.20144
Reason 17	.00619	.83126	.18496
Reason 12	.11435	.58727	.31134
Reason 19	-.01352	.18180	.77003
Reason 13	.09673	.13051	.76389
Reason 14	.02168	.23027	.59566

Table 5 lists these reasons from the questionnaire. It is noticed from Table 5 that the reasons grouped unbiasedly by pure numerical calculation under the first factor may be considered on subsequent inspection to be Extrinsic reasons. Those reasons grouped under factor two appear to be Intrinsic reasons and those that fell into factor three are Altruistic reasons. The varimax factor rotation above maintains the orthogonality of the principle components and so these three factors are independent of one another. Hence, this finding supports the suggested EIA three factor model of career choice for teacher trainees in Jamaica.

Table 5 Detailed reasons and the factors to which they are most important (load most heavily)

Factor 1		**Extrinsic Reasons**
Reason 11	(.70103)	Teaching is the profession with the most holidays
Reason 10	(.66659)	Fees for Teachers' College are affordable
Reason 7	(.64843)	I will have enough time to earn extra money
Reason 8	(.60356)	It allows me to be a manager
Reason 16	(.56079)	It offers job security
Reason 9	(.56067)	The salary will be adequate to meet my demands
Reason 4	(.50818)	Teachers enjoy good status in the society as a whole
Factor 2		**Intrinsic Reasons**
Reason 15	(.83888)	It is the profession I have always wanted
Reason 17	(.83126)	I wanted to
Reason 12	(.58727)	I see it as a life-long career
Factor 3		**Altruistic Reasons**
Reason 19	(.77003)	I can make a worthwhile contribution to the social development of others
Reason 13	(.76389)	I can make a worthwhile contribution to the academic development of others
Reason 14	(.59566)	I love children

Breakdown by sex of teacher trainee

The sample was then divided into males (m=211) and females (f=624). A paired sample t-test, Table 6, showed that the only significant differences between the males and females were on four reasons.

Table 6: Significantly different reasons for males and females choosing teaching

	Male Mean	Female Mean	Sig diff
Reason 9	**4.09**	3.48	0.009
Reason 10	**5.39**	4.74	0.008
Reason 13	8.22	**8.50**	0.035
Reason 14	7.70	**8.13**	0.007

Males are more content with the college fees (10) and their expected salary (9) which are extrinsic reasons. Whereas, females are significantly higher on two of the altruistic reasons; love of children (14) and contributing to the academic development of others (13).

These sex differences where males are more concerned with extrinsic financial matters and females are more concerned with altruistic matters might be what one would expect from traditional gender typing. For example, Helen Freidus (1990) refers to the motivation for womens' career change in terms of traditional gender traits, such as nurturing and gentleness, and of the continuity between women's work as mothers in a family and as teachers in schools. However, the direction of the male extrinsic concern is of interest because it is of 'content' rather than 'discontent'. This suggests the

following differential sex analysis in terms of the three factor motivational model expounded above.

Findings for males only

The males, aged 17 to 42, had a mean age of 22.058 years. 72.8% came from rural areas. 64.7% had no previous teaching experience but 1.1% (2 teachers) have been teaching for 17 years. The mean male teaching experience was 1.369 years.

Table 7: Factor loadings showing the importance of each reason to the motivation of male teacher trainees

Factor	Eigenvalue	Pct of Var	Cum Pct
1	3.55250	27.3	27.3
2	1.81943	14.0	41.3
3	1.18547	9.1	50.4

Rotated Factor Matrix for Males:

	Factor 1	Factor 2	Factor 3	
Reason 15	.80974	-.15435	.26580	I
Reason 17	.77016	-.17377	.22302	I
Reason 12	.68262	.20642	.07297	I
Reason 19	.63489	.36329	-.24419	A
Reason 14	.57322	.15868	-.07728	A
Reason 13	.54414	.41264	-.07263	A
Reason 4	.38208	.19585	.33449	E
Reason 8	.06038	.59219	.13179	E
Reason 10	-.01240	.59063	.32881	E
Reason 16	.26588	.57255	-.04441	E
Reason 11	.03099	.56611	.36748	E
Reason 9	.20310	.09139	.77485	E
Reason 7	-.10113	.23888	.70349	E

Key: I Intrinsic Reasons
A Altruistic Reasons
E Extrinsic Reasons

It will be noticed from that the reasons loading on the first motivation factor for males are mainly Intrinsic and Altruistic reasons and that this factor is almost equivalent to the Intrinsic and Altruistic factors 2 and 3 for the who population and accounts for 27.3% of the variance in the male responses.

Findings for females only

The females, aged 16 to 52, had a mean age of 22.987 years. 68.7% came from rural areas. 63.9% had no previous teaching experience but 0.5% (3 teachers) have been teaching for 18 years. The mean female teaching experience was 1.228 years.

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Table 8: Factor loadings showing the importance of each reason to the motivation of female male teacher trainees

Factor	Eigenvalue	Pct of Var	Cum Pct
1	3.04193	23.4	23.4
2	2.55553	19.7	43.1
3	1.13487	8.7	51.8

Rotated Factor Matrix for Females:

	Factor 1	Factor 2	Factor 3	
Reason 11	.70934	-.09108	-.04768	E
Reason 10	.66415	-.02995	-.03978	E
Reason 7	.64326	-.13590	-.16798	E
Reason 8	.63298	-.06091	.21768	E
Reason 16	.60461	.27159	.09544	E
Reason 9	.56217	.34421	-.15288	E
Reason 4	.55988	.17007	.13555	E
Reason 15	-.04315	.82887	.18995	I
Reason 17	.01259	.82374	.19065	I
Reason 12	.09354	.63580	.20411	I
Reason 19	-.05093	.17223	.78080	A
Reason 13	.06406	.13496	.77916	A
Reason 14	.01269	.20365	.62298	A

Key: E Extrinsic Reasons
I Intrinsic Reasons
A Altruistic Reasons

It will be noticed that Table 8 for females is almost identical in motivational structure to Table 4 for the whole sample and very different from Table 7 for the males only.

Conclusion

This study verified that Extrinsic, Intrinsic and Altruistic considerations were three distinct motivations that Jamaican teacher trainees had for choosing the teaching profession. Extrinsic motivation was the most important, accounting for 24.2% of the variation as compared to 14.6% for Altruistic motivation and 8.8% for Intrinsic motivation. However, the motivational structure for males is very different form that of females. Jamaican females are primarily motivated by extrinsic reasons accounting for 23.4% in their variation, whereas, Jamaican males are mainly motivated by Intrinsic and Altruistic reasons, which together account for approximately 27.3% of their variance.

This is different from gender type expectation and may reflect the social structure of Jamaican 'nuclear families' which predominately have absent fathers and are supported by the mother.

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